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ABSTRACT

This report describes the background, program implementation, student development evaluation, and recommendations for the SuperStart program of New York City. SuperStart, a comprehensive integrated prekindergarten program, is designed to provide a developmentally appropriate learning environment to enhance the cognitive, social, physical, emotional, and language development of 3- and 4-year-old children most in need of preschool services. The program includes staff development and parent outreach services. In the 1992-93, the year for this evaluation, the program served 195 schools in 30 districts, and more that 10,000 prekindergarten children. The first section of the report presents the program's background, evaluation design, and characteristics of participating students. The second section describes the program's implementation, dealing specifically with the classroom environment, instructional practices, continuity across grade levels, staff activities, parent involvement and family services, and staff perceptions of the program's strengths and challenges. The third section presents evaluation results indicating that students made significant gains in motor, socio-emotional, language, and cognitive development. The fourth section provides recommendations of the Office of Educational Research for enhancing the effectiveness of curriculum, staff development, and the parent component. A copy of the developmental profile used to evaluate the SuperStart participants is included. (AP)

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OER Report

SuperStart
EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

During the 1992-93 academic year, the Office of Educational Research (OER) conducted an evaluation of SuperStart, a comprehensive prekindergarten program encompassing instruction, health, nutrition, social services, parent involvement, and staff development. In 1992-93, its third year of implementation, SuperStart functioned at 30 community school districts (C.S.D.s) in 195 schools and served more than 10,000 children.

SuperStart participants were 50 percent male and 50 percent female. The two largest ethnic groups represented in the program were African-American (45 percent) and Latino (40 percent). The dominant language spoken in the majority of participants' homes was English (63.5 percent).

SuperStart provided a developmentally-appropriate learning environment to foster the language, cognitive, social, and emotional development of three- and four-year-olds most in need of preschool services. Teachers used an appropriate balance of small-group, individualized, and whole-group instruction and a variety of both child-directed and teacher-directed activities. The majority of the SuperStart classrooms had a variety of learning centers such as a dramatic play center and a library. Some classrooms had listening and science centers.

To help children learn about their own and other cultures, the SuperStart program stressed multicultural education. Only 30 percent of the teachers interviewed, however, stated that they used particular activities to foster multicultural awareness (e.g., multicultural books, music, dance, foods, and discussions and celebrations of holidays).

To encourage continuity of the learning process across grade levels, schools offered opportunities for SuperStart teachers and their students to visit kindergarten classrooms and to share social activities. The schools also offered workshops for parents on preparing their children for kindergarten.

SuperStart offered a variety of activities to program staff. One day per month, designated as a non-attendance day, was reserved for staff development activities coordinated at the district level. Teachers cited workshops on health issues, hands-on activities, and professional development as being most helpful. They also expressed a need for more workshops on a variety of topics, including the development of prekindergarten curricula, English as a second language (E.S.L), bilingual, and multicultural instruction; and more opportunities for brainstorming and sharing of ideas.

SuperStart offered comprehensive parent outreach and support services to families of participating children. All SuperStart sites offered parents a variety of workshops, opportunities to volunteer in the classroom, and social services such as home visits. Parents most frequently cited workshops on topics such as parents as educators, parent-child communication, discipline, and health and nutrition information as being most helpful. They requested additional workshops on learning at home and personal skills development (e.g., job-seeking and interviewing skills).

Program staff cited the increase in the children's cognitive, linguistic, and social development and parents' increased awareness and involvement in the school as the main successes of SuperStart. Teachers and paraprofessionals also expressed satisfaction with the additional adult support in the classroom. Staff's suggestions for program improvement included providing a more inviting family room for parents and childcare for younger siblings.

OER assessed participating students' developmental progress by comparing their pre- and posttest scores on the SuperStart Developmental Profile. These findings revealed substantial gains in motor, socio-emotional, language, and cognitive development. General education SuperStart Plus participants were used for a comparison group, although this sample offered a much smaller number of paired pre- and posttest scores compared to the SuperStart population. A comparison of the gains revealed similarities across the two groups for socio-emotional and cognitive development. In the areas of motor and language development, SuperStart participants made greater gains than the comparison group.

Based on the findings of this evaluation, OER makes the following recommendations to the program:

Curriculum

- Provide more E.S.L. and multicultural materials.

Staff Development

- Offer additional training in hands-on science and mathematics activities, multicultural education, and prekindergarten curriculum development.
- Provide more opportunities for brainstorming and sharing of ideas during workshops.

Parent Component

- Offer additional workshops for parents on encouraging learning at home and personal skills development (e.g., strategies for single parenting and information on job-seeking and interviewing skills).

- Provide childcare for parents attending school and program events.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Additional copies of this report are available from:

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I. INTRODUCTION

BACKGROUND

In 1990-91, the Board of Education of the City of New York introduced SuperStart, a comprehensive prekindergarten program encompassing instruction, health, nutrition, social services, parent involvement, and staff development. In 1992-93, its third year of implementation, SuperStart served 30 community school districts (C.S.D.s) in 195 schools and more than 10,000 prekindergarten children.

SuperStart provided a developmentally-appropriate learning environment to foster the language, cognitive, social, emotional, and physical development of three- and four-year-olds most in need of preschool services. To foster cultural awareness and to build self-esteem, multicultural instruction was integrated into the curriculum. For those children whose native language was not English, the program offered bilingual and/or English as a second language (E.S.L.) services.

Program Design

Each SuperStart classroom was staffed by one teacher and one paraprofessional. The program design also called for two family workers for every three classrooms and one social worker and one prekindergarten specialist for every five classrooms. SuperStart offered two types of instructional models: full-day and half-day. Eighteen children were registered in each class.

Program Eligibility

As specified in the Chancellor's Circular (No. 42, 1991-92) eligibility for the program was based on: a) age (participants had to be four years old but less than five years old by December 1992); b) educational need (as determined by a state-

approved screening instrument, a checklist of observations of the child at play, and a parent interview); and c) economic need (80 percent of the students had to come from limited income families, as indicated by income reports and/or eligibility for food stamps).

EVALUATION DESIGN

Sample

Field consultants from the Office of Educational Research (OER) visited a sample of 22 classrooms in 12 schools in 10 C.D.S.s. A total of 22 teachers, 21 paraprofessionals, 11 family workers, 13 social workers, and 11 prekindergarten specialists, as well as some 400 children and 14 parents, participated in the evaluation. Of the 22 classrooms visited, 21 offered half-day programs, and one offered a full-day program. Seventeen of the observed classes had monolingual instruction, and the remaining five provided bilingual instruction.

Data Collection

Trained OER evaluation consultants conducted interviews with program staff and parents and observed classroom implementation. To describe the demographics of student participants, OER consultants analyzed participant application forms. To assess participating students' developmental progress, OER consultants evaluated pre- and posttest scores on the SuperStart Developmental Profile. The SuperStart Developmental Profile, designed by the Early Childhood Education Unit and OER and approved by the State Education Department is a checklist used by teachers as a pre- and posttest to document students' developmental progress from the beginning

to the end of the year (see Appendix A). Items to be assessed are gross and fine motor development; social and emotional development; and language, pre-literacy, and cognitive development. Items are developmentally appropriate and easily observed by the teacher, and the checklist can be completed without interrupting classroom activities.

PARTICIPATING STUDENTS

Parents of students eligible for the SuperStart program were contacted in a variety of ways, most frequently through school notices, flyers, or information passed verbally by friends. For the 1992-93 program year, OER evaluation consultants collected and analyzed a total of 9,662 program application forms.

SuperStart participants were 50 percent male and 50 percent female. The majority of the SuperStart students were African-American (45 percent), followed by Latino (40 percent). (See Table 1 for students' backgrounds.)

Data on the dominant languages spoken in the home were available for 9,401 participating students. These findings are shown in Table 2. The dominant language spoken in the majority of the student participants' homes was English (63.5 percent), followed by Spanish (29 percent).

EVALUATION REPORT

Chapter II describes program implementation, Chapter III presents data on student outcomes, and Chapter IV presents OER's conclusions and recommendations.

TABLE 1

Ethnic Backgrounds of Participating Students

Ethnicity	Number of Students
African-American	4,337
Latino	3,897
European-American	723
Asian-American	542
Native American	20
Unreported	143
TOTAL	9,662

TABLE 2

Participating Students' Dominant Home Languages

Language	Number of Students
English	5,975
Spanish	2,755
Chinese Language	252
Haitian Creole	103
Other Languages	316

II. PROGRAM IMPLEMENTATION

CLASSROOM ENVIRONMENT

The Learning Environment

The National Association for the Education of Young Children (NAEYC) asserted in its position statement on early childhood education that developmentally-appropriate activities should be organized around learning centers, be experience-oriented and interactive, and take place in small-group or individual settings.*

OER field consultants observed these principles in operation in SuperStart classrooms. All of the classrooms had discrete learning centers, clusters of separate work tables, and an area for whole-group meetings. The majority of the Superstart classrooms had centers for arts and crafts, dramatic play, block-building, manipulatives, a sand/water table, experience charts, and children's self-portraits and other work. Some classrooms had centers for listening and science activities. Teachers in one-third of the classrooms kept portfolios of the children's work.

INSTRUCTIONAL PRACTICES

OER consultants observed teachers in all of the classrooms engaged in developmentally-appropriate practices that fostered growth in children's language, cognitive, and social abilities. They noted a variety of social arrangements (e.g. small-group, and whole-group), as well as individualized instruction.

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* Bredekamp, S. (ed.) (1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Young Children From Birth Through Age 8*. Washington, D.C.: National Association for the Education of Young Children.

Whole-Group Instruction

All of the classrooms began the day with a whole-group meeting. The teachers took attendance, introduced new themes, told stories, discussed the weather, and led the class in songs. OER consultants' observations indicated that, in most classrooms, children were familiar with and able to follow routines (e.g., using the attendance chart). Teachers extended children's language by asking open-ended questions and by incorporating the children's suggestions into ongoing discussions.

OER consultants observed storytime in most of the SuperStart classrooms. Teachers read storybooks and encouraged the children's participation. Children listened attentively and commented on the stories.

Evaluation consultants also observed the lunch period in all of the classrooms. In most of the classrooms, children helped out during mealtime (e.g., passed out utensils and milk), socialized with peers and adults, and cleaned up as part of the daily routine.

Learning Centers

Center-based instruction provided the children with opportunities for free exploration, self-regulation, cooperation, and self-expression. Teachers stated that center-based small-group activities helped them deal with the range of abilities in the class. During these activities, OER consultants observed teachers offering individualized instruction, enabling the children to learn at their own pace.

Children in all of the classrooms also regulated their own learning as they explored the various learning centers. OER consultants observed children choosing

their own activities from a variety of options (e.g., manipulatives, artwork, and block-building). Teachers set up other activities, including arts and crafts and sand/water play.

Teachers in most of the classrooms gave advance notice of when it was time to stop one activity and get ready for the next. They also allowed sufficient time for children to complete activities and to clean up. OER consultants observed children making smooth transitions between activities.

Cognitive Development

SuperStart teachers used a variety of activities to foster cognitive development and to encourage the growth of problem-solving skills. OER consultants observed children engaged in activities that involved counting, comparing, measuring, sorting, grouping, and arranging objects. The most frequently observed problem-solving activities involved block-building, Legos, puzzles, and games.

Language Development

OER consultants observed a whole-language approach to language and literacy learning in all classrooms they visited. Children expressed themselves verbally through dramatic play and "read through" and "read aloud" books. Children were observed using language materials and playing with alphabet and matching games in half of the classrooms.

Teachers in all of the classrooms used a variety of instructional strategies to foster language development. These included repetition, dramatic play, poetry,

drawing, dictation of the children's own stories, thematic units, neighborhood walks, and cooperative learning groups.

English as a Second Language

For those children whose native language was not English, the SuperStart program integrated E.S.L. instruction into the curriculum. The teachers used a variety of activities to foster language development. These included, but were not limited to, games and stories to help build vocabulary and comprehension, talking to children in both English and Spanish, and using repetition. Most teachers expressed the need for more E.S.L. materials and more translations in children's home languages to increase understanding.

Multicultural Instruction

To help children learn about their own and other cultures, the SuperStart program stressed multicultural education. Only 30 percent of the teachers interviewed, however, stated that they used activities to foster multicultural awareness, i.e., discussing and sharing information about diversity and similarity in the cultural backgrounds represented by their students and staff. They also used books, music, dance, foods and holidays of different countries as starting points for discussions of customs and celebrations of many cultures. The majority of teachers expressed a need for more multicultural materials.

Classroom Interaction

OER consultants observed children working cooperatively, sharing, and taking turns in the majority of the classrooms visited. The teachers reported that the

children were able to play together, learn from one another, and show acceptance of others; if a dispute arose, they used such strategies as peer negotiation, modeling, role-play, and time-out to resolve the conflict. Many of the teachers stated they noticed that the children in their class became more group-oriented and outgoing, verbalized their feelings better, and communicated more effectively.

CONTINUITY ACROSS GRADE LEVELS

To encourage continuity of the learning process across grade levels (a tenet of early childhood education), schools offered intervisitation. SuperStart teachers and children visited kindergarten classrooms and shared social activities. Prekindergarten specialists stated that they met with kindergarten teachers to share information on the SuperStart children entering kindergarten. They also offered workshops for parents on preparing their children for kindergarten.

STAFF ACTIVITIES

One day per month, designated as a non-attendance day, was reserved for staff development activities coordinated at the district level. Teachers most frequently cited topics on health issues (e.g., AIDS, drug abuse, and child abuse), hands-on science, mathematics, art activities, and professional development (e.g. conflict resolution, special education, State Education Department [S.E.D.] guidelines, assessment and observation, and E.S.L. instruction) as being most helpful.

Teachers expressed a need for more workshops on prekindergarten curriculum development, E.S.L. and bilingual instruction, multicultural activities, behavior

management, health issues, and hands-on activities such as science and mathematics. They also recommended that workshops provide more opportunities for brainstorming and sharing of ideas.

The prekindergarten specialists reinforced staff development workshops by conducting site visits, modeling appropriate practices in the classroom, and scheduling meetings and follow-up discussions with teachers.

Staff Planning and Coordination

All program staff attended meetings and were engaged in frequent communication with each other. The majority of the teachers stated that they held daily informal meetings with their paraprofessionals to discuss the children and to plan curricula. The majority of the classroom staff felt they had enough time to plan and meet with the program's support personnel (i.e., prekindergarten specialist, social worker, and family worker).

PARENT INVOLVEMENT AND FAMILY SERVICES

The parent component of the program was designed to offer comprehensive parent outreach and support services to families of participants. All SuperStart sites offered parents a variety of workshops, opportunities to volunteer in the classroom, and social services (including home visits).

Most of the parents interviewed stated that they learned about school events through notices, letters, flyers, teachers, and family workers. The majority of parents interviewed reported that they volunteered in their child's Superstart classroom, where

they read stories to the children or shared in holiday celebrations. Some of the parents also assisted with class trips and special events.

The parents interviewed told the evaluation consultants they felt welcome in their child's school and expressed the desire to see their child promoted to a kindergarten classroom with practices resembling SuperStart (i.e., learning centers and hands-on experiences).

Parent Workshops

All of the SuperStart sites offered workshops for parents. Many of the workshops were intended to build bridges between home and school by encouraging parents and children to learn together at home by making books on family histories and playing games that fostered the development of vocabulary and number concepts. Other workshops addressed topics on health (e.g., alcohol/drug abuse, lead poisoning, AIDS, and dietary concerns), parenting skills (e.g., behavior modification, conflict resolution, building self-esteem and literacy skills), and adult personal development (e.g., job-seeking and interviewing skills, and housing).

Parents most frequently cited workshops addressing such topics as parents as educators, parent-child communication, discipline, and health and nutrition information (e.g., AIDS, sex education, and child abuse) as being most helpful. They requested additional workshops on learning at home and personal skills development (e.g., strategies for single parenting, and information on part-time employment and job interviews).

Approximately half of the parents interviewed noted that they were unable to attend some of the workshops or other events because of scheduling conflicts, health problems, or child-care conflicts.

Home Visits

The majority of the family workers conducted home visits to make contact with children and parents in order to extend support or to check if abuse was suspected. Family workers reported that some of the parents avoided home visits because of fear of criticism.

Parent Association Council (PAC)

All but one of the prekindergarten specialists stated that a Parent Association Council (PAC) was active at their sites. The PAC enabled parents and staff to share information and experiences, collect feedback on parent workshops, and discuss strategies for enhancing parent involvement. Prekindergarten specialists added that as a result of their participation in the PAC, parents became more aware of community resources and became advocates for themselves and their children. In addition to the school-based PACs that functioned in the districts, a central PAC was established by the Early Childhood Education Unit to serve as a bridge across districts. This council was represented by staff from the Early Childhood Education Unit and parents and staff (e.g., social workers, family workers, and parent liaisons) from each district. The information discussed by the council was then disseminated within each of the districts via the district representatives.

Adult Personal Development

According to the prekindergarten specialists, approximately 25 percent of the SuperStart sites offered G.E.D. classes and approximately 30 percent offered E.S.L. classes to the families of participating children.

STAFF'S PERCEPTIONS OF THE PROGRAM'S STRENGTHS AND CHALLENGES

According to the teachers and paraprofessionals, one of the main successes of SuperStart was the increase in the children's cognitive, linguistic, and social development. The majority of teachers also felt that the increased classroom staff provided additional support in the classroom. Program staff cited parents' awareness and involvement in the school as still another success of the program. Some teachers felt that having parents in the class enhanced home/school communication and learning, clarified expectations of the children during the school day, and made the children feel more secure. Staff's suggestions for improving the parent program included providing a more inviting family room and childcare for younger siblings.

Additional challenges to program implementation cited by program staff included the need to fit the curriculum to meet all the children's needs. They expressed a need for more staff development on behavioral and/or discipline issues, working with parents, overcoming language barriers, and the use of developmentally-appropriate practices.

III. STUDENT OUTCOMES

DEVELOPMENTAL PROFILES

To assess participating students' developmental progress, OER consultants analyzed pre- and posttest scores on the SuperStart Developmental Profile. The Profile lists 41 positive behaviors or skills that are considered of developmental significance. The extent to which a child demonstrated each of these skills is marked according to the following scale: 0 = not observed, 1 = sometimes observed, 2 = often observed. Progressing from "not observed" to "sometimes observed" or from "sometimes observed" to "often observed" resulted in a one-point gain, from "not yet observed" to "often observed" a two-point gain.

OER analyzed pre- and posttest scores of 6,540 participating students. (See Table 3). These revealed substantial gains in motor, socio-emotional, language, and cognitive development.

A sample of general education SuperStart Plus* participants was used for a comparison group (although this offered only 137 paired pre- and posttest scores). A comparison of the gains achieved by these two groups revealed similarities across the two groups for socio-emotional and cognitive development. In the areas of motor and language development, SuperStart participants made greater gains than the comparison group.

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*SuperStart Plus grew out of SuperStart and served both general education and special education prekindergarteners in the same classroom.

TABLE 3

Pre/Posttest Scores for Students in SuperStart and General Education Students in SuperStart Plus

Subscale	Pretest		Posttest		Difference		*t* value
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Motor							
SS (N=6,540)	9.22	4.82	18.08	4.12	8.86	5.06	141.59*
SSPlus (N=137)	11.85	5.16	19.36	2.92	7.50	4.52	19.35*
Socio-Emotional							
SS (N=6,540)	12.01	5.69	19.63	4.68	7.63	5.61	109.98*
SSPlus (N=137)	13.01	6.09	20.86	4.03	7.85	5.48	16.71*
Language							
SS (N=6,540)	4.69	3.91	11.88	4.74	7.18	4.55	127.61*
SSPlus (N=137)	5.26	4.39	11.99	4.76	6.74	4.61	17.05*
Cognitive							
SS (N=6,540)	5.25	3.73	12.45	4.24	7.20	4.38	132.93*
SSPlus (N=137)	5.47	3.85	12.87	4.29	7.40	4.00	21.57*
Total							
SS (N=6,540)	31.14	16.01	62.03	15.40	30.89	16.52	151.20*
SSPlus (N=137)	35.59	17.15	65.08	13.44	29.49	15.79	21.78*

*$p<.05$

IV. CONCLUSIONS AND RECOMMENDATIONS

OER consultants' observations of SuperStart classrooms and interviews with program staff revealed that the SuperStart program provided a developmentally-appropriate learning environment that encouraged children's language, cognitive, social, and emotional development. Teachers used an appropriate balance of small-group, individualized, and whole-group instruction and a variety of both child-directed and teacher-directed activities. Teachers also used E.S.L. and multicultural strategies and materials in the classrooms; however, they did express a need for additional materials in these areas.

Teachers participated in staff development activities and cited workshop topics on health issues, classroom activities, and professional development as being most helpful.

SuperStart encouraged continuity of the learning process across grade levels by providing opportunities for SuperStart teachers and children to visit kindergarten classrooms and to share social activities. Program staff also offered workshops for parents on how to prepare their children for kindergarten.

The parent component offered workshops, opportunities to participate in classroom and school activities, and home visits. Parents cited workshop topics on learning at home, parent-child communication, issues of discipline, and health and nutrition as being most helpful.

A comparison of the pre- and posttest scores on the SuperStart Developmental Profile revealed substantial gains in participants' motor, socio-emotional, language, and cognitive development.

A comparison of the gains achieved by SuperStart participants with those achieved by the general education participants in SuperStart Plus revealed similarities across the two program groups except in the areas of motor and language development. In these two areas, the SuperStart student participants achieved higher gains than their SuperStart Plus counterparts.

OER'S RECOMMENDATIONS TO ENHANCE PROGRAM EFFECTIVENESS

Curriculum

- Provide more E.S.L. and multicultural materials.

Staff Development

- Offer additional training in hands-on science and mathematics activities, multicultural awareness, and prekindergarten curriculum development.
- Provide more opportunities for brainstorming and sharing of ideas during workshops.

Parent Component

- Offer additional workshops for parents on encouraging learning at home and personal skills development (e.g., strategies for single parenting, and information on job seeking and interviewing skills).
- Provide childcare for parents attending school and program events.

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S u p e r S t a r t

Developmental Profile

1994-95

Child's Name: Last [1] First [11]

Student ID: [19] Date of Birth: [28]/[30]/[32]

C.S.D.: [34] School: [36] Observer's Name _____

Class: [39] Class Type *(check one)*: Full Day ___; A.M. ___; P.M. ___

Student's Primary Language: [41] *(1 = English; 2 = Other than English)*

Date of Observation: [42]/[44]/[46]

DIRECTIONS: This checklist requires observation of the child while he/she participates in everyday classroom activities. It does not require any "staged" observation or testing situation. For children whose native language is other than English, item judgments should be based on cultural and linguistic appropriateness and be determined by qualified, culturally literate personnel in the child's native language.

Place a ☑ in the appropriate column for each question.

Not Observed	Sometimes Observed	Often Observed		
				Motor Development:
				Large Motor:
				Maintains balance when:
___	___	___	(1)	Running and stopping.
___	___	___	(2)	Jumping up and down (in place).
___	___	___	(3)	Throws playground ball underhand (using both hands in direction of target).
___	___	___	(4)	Catches playground ball with two hands against body.
___	___	___	(5)	Manages gross motor equipment (e.g., slides, swings, tricycles, climbing apparatus).

Not Observed	Sometimes Observed	Often Observed		
				Fine Motor:
____	____	____	(6)	Dresses self (manages buttons or zippers or snaps or buckles or boots).
____	____	____	(7)	Coordinates thumb and fingers to manipulate pencil, markers, crayons.
____	____	____	(8)	Coordinates thumb and fingers to manipulate scissors.
____	____	____	(9)	Puts together an 8-piece puzzle.
____	____	____	(10)	Strings beads.
____	____	____	(11)	Manipulates small objects purposefully (for example, inserts pegs into pegboards or puts together interlocking blocks).
				Social-Emotional Development:
____	____	____	(12)	Asks adults for help when needed.
____	____	____	(13)	Uses words to express emotions, conflicts, and needs.
____	____	____	(14)	Uses names of classmates.
____	____	____	(15)	Uses names of adults.
____	____	____	(16)	Follows classroom routines.
____	____	____	(17)	Demonstrates respect for classroom property and property of classmates.
____	____	____	(18)	Makes choices (able to make a choice when given an opportunity).
____	____	____	(19)	Demonstrates tolerance in taking turns.
____	____	____	(20)	Demonstrates tolerance in sharing space (e.g., while playing alongside another child at water table, block corner).
____	____	____	(21)	Participates or joins in small or large group activities.

Not Observed	Sometimes Observed	Often Observed		
___	___	___	(22)	Initiates activities (e.g., in block corner, house area, with manipulatives).
___	___	___	(23)	Participates in informal conversation.
				Language Development and Pre-Literacy Skills:
___	___	___	(24)	Communicates in an understandable manner.
___	___	___	(25)	Uses sentences averaging five or six words.
___	___	___	(26)	Retells an experience or story (e.g., provides a recognizable sequence of an event).
___	___	___	(27)	Talks about drawings or constructions.
___	___	___	(28)	Purposefully scribbles (e.g., writes names on attendance lists or items on shopping lists).
___	___	___	(29)	Has favorite stories and wants to hear them repeated.
___	___	___	(30)	Role plays reading by recalling the story.
___	___	___	(31)	Recognizes own name in print.
___	___	___	(32)	Attempts to write name on art work.
				Cognitive Development:
___	___	___	(33)	Demonstrates an interest in the environment (e.g., explores items in the science corner; asks questions about people, places, and things).
___	___	___	(34)	Completes simple tasks (for example, puzzles and lotto games).
___	___	___	(35)	Understands concepts such as big-little, inside-outside, top-bottom, on-off.

Not Observed	Sometimes Observed	Often Observed		
____	____	____	(36)	Groups objects by similarities and differences (e.g., fruits, animals).
____	____	____	(37)	Constructs with blocks (begins to construct what the child experiences or sees in the environment).
____	____	____	(38)	Paints, draws with crayons or markers (e.g. combines forms and begins to draw what the child experiences or sees in the environment).
____	____	____	(39)	Solves problems (e.g., while constructing with blocks).
____	____	____	(40)	Makes predictions (stories, classroom routines).
____	____	____	(41)	Makes estimations (e.g., using scales and measuring devices at sand and water table).

T o t a l s :

Not Observed	Sometimes Observed	Often Observed	
☐☐ 48	☐☐ 50	☐☐ 52	(Numbers of check-marks in each column)
(x 0)*	(x 1)*	(x 2)*	

____ + ____ = ☐☐ 54 (Summary score)

*SCORING: Each item marked "Often Observed" receives 2 points. Each item marked "Sometimes Observed" receives 1 point. Each item marked "Not Observed" receives 0 points.